



**IMPROVING STUDENTS VOCABULARY MASTERY  
BY USING FEG (FACIAL EXPRESSION AND GESTURE)  
(A CLASSROOM ACTION RESEARCH AT THIRD GRADERS  
OF SD N MIJEN 1 DEMAK IN ACADEMIC YEAR 2014/2015)**



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TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2015**



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**SKRIPSI**

**Presented to the Muria Kudus University  
in Partial Fulfillment of the Requirements for Completing the Sarjana  
Program  
in the Department of English Education**



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2015**

## **MOTTO AND DEDICATION**

### **MOTTO:**

- It is nice to be important, but more important to be nice.
- Patient is uninterrupted commitment.
- If you want to be trusted, be honest

If you want to be honest, be true

If you want to be true, be yourself.



### **DEDICATION:**

To my beloved parents, Mr. Kaprawi & Mrs. Sufiah

and my brother, Dafid Duta Septian

## ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Luluk Elu Herfiana (NIM. 201132059) has been approved by the proposal *skripsi* advisor for further approval by the Examining Committee.

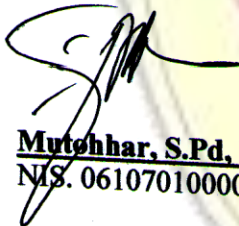
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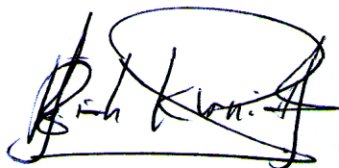
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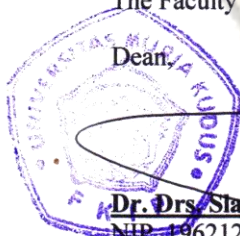
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## ACKNOWLEDGEMENT

First and foremost, the writer would like to extend gratitude to the Almighty Allah SWT, the Lord of the universe, for blessing every time, so this final project can be finished. Secondly, the writer does not forget to always say Sholawat and Salam to the best human in the world and here after Muhammad SAW who has opened the dark covering this world.

In this occasion, the writer would like to deliver sincerest gratitude to the following people:

1. Dr. Drs. Slamet Utomo, M.Pd. as the Dean of Teacher Training and Education Faculty who has given the smooth way to finish and compile this research.
2. Diah Kurniati, S.Pd, M.Pd. as the head of English Education Department.
3. Drs. Muh Syafei, M.Pd. as the writer's first advisor who has already approved this research and given a lot of guidance and suggestion in the completion of this research.
4. Mutohhar, S.Pd, M.Pd as the writer's second advisor who has patiently and kindly given valuable and continuous guidance, advice, as well as encouragement in making and completing this research.
5. All of lecturers and students of English Education Department Teacher Training and Education Faculty and who help writer in finishing this research.
6. Hartono, S.Pd. as the principal of SD N Mijen 1 Demak for his permission and helps.

7. Nurul Hidayah, S.Pd as the third grade English teacher of SD N Mijen 1 Demak for her help, support, and kindness.
8. All third grade students of SD N Mijen 1 Demak in academic year 2014/2015 for their cooperative as the subject of writer's research.
9. Writer's beloved parents, Mr. Kaprawi and Mrs. Sufiah, who always give love, pray, support and do the best for writer.
10. Writer's brother, Dafid Duta Septian, who always be friend when writer needs.
11. Writer's special one, Ahmad Budi Nugroho, who always accompany writer until this final project can be finished.
12. Writer's close friends; Agus Toriqul Mustaqim, Agus Dhamayanto, Aniq Mukhoyyar, Maman Faturrohman, and Reza Aflicha Rafiq, who have always given writer care, support, motivation, suggestion, advises, spirit and inspiration in all the whole time in the compiling this research.

There is no the greatest obstacle in writing this skripsi than avoiding the temptation of being perfect. Therefore, suggestion from the reader will be fully appreciated and always awaited. The writer expects that this skripsi will be useful for those, especially who are in the field of education.

Kudus, August 8, 2015

Luluk Elu Herfiana



## ABSTRACT

Herfiana, Luluk Elu. 2015. *Improving Students Vocabulary Mastery by Using FEG (Facial Expression and Gesture)(A Classroom Action Research at Third Graders of SD N Mijen 1 Demak in Academic Year 2014/2015)*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Drs. Muh Syafei, M.Pd, (2) Mutohhar, S.Pd, M.Pd.

Key words: *Teaching English for Young Learner, English Vocabulary, FEG (Facial Expression and Gesture)*

At elementary school, the students learn basic English that is English vocabulary. Vocabulary is one of the important English components because without understand it well, the students will get difficulties in studying English. The condition of teaching and learning process in SD N Mijen 1 Demak, the teacher does not use any technique to teach English vocabulary. The teacher only gives the meaning of some vocabulary directly while delivering the material. On this condition, the writer proposes FEG (Facial Expression and Gesture) to teach vocabulary.

The objective of this research is to find out if FEG (Facial Expression and Gesture) can improve the students' vocabulary mastery and to identify the students' responses in teaching and learning process by using FEG (Facial Expression and Gesture) at third graders of SD N Mijen 1 Demak.

This research belongs to classroom action research. The technique that is used in this research is FEG (Facial Expression and Gesture). This research is conducted at SD N Mijen 1 Demak, while the subject is the students at third graders of SD N Mijen 1 Demak that consist of 27 students. This research is done in 2 cycles. In addition, the writer uses three instruments in this research. The first is observation sheet that is used to find the teachers' and students' activity. While the second one is achievement test is to know the students' vocabulary mastery. Then the third one questionnaire is used to identify the students' responses related to the teaching and learning process by using FEG (Facial Expression and Gesture).

Based on the finding of this research, the students' average score is improved from 75 in cycle 1 then it is changed into percentage to be 75% to 85.5 in cycle 2 that is changed into percentage to be 85.5%. From the data above, the category of the average score of students' vocabulary mastery in cycle 1 is good. While the category of the average score of students' vocabulary mastery in cycle 2 is excellent. From the explanation above, it can be conclude that FEG (Facial Expression and Gesture) can improve the students' vocabulary mastery at third graders of SD N Mijen 1 Demak in academic year 2014/2015.

From the fact above, it is expected that English teachers should be more creative and innovative in using various kinds of interesting teaching techniques. So, the students will be more interested to learn English. Then, they will feel fun and joyful in learning.

## ABSTRAK

Herfiana, Luluk Elu. 2015. *Improving Students Vocabulary Mastery by Using FEG (Facial Expression and Gesture)(A Classroom Action Research at Third Graders of SD N Mijen 1 Demak in Academic Year 2014/2015)*. Skripsi. Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Drs. Muh Syafei, M.Pd, (ii) Mutohhar, S.Pd, M.Pd,.

Kata-kata kunci: *Teaching English for Young Learner, English Vocabulary, FEG (Facial Expression and Gesture)*

Di sekolah dasar, siswa belajar dasar bahasa Inggris yaitu kosakata. Kosakata merupakan salah satu aspek penting dalam bahasa Inggris karena tanpa memahami kosakata dengan baik, siswa akan kesulitan dalam belajar bahasa Inggris. Kegiatan belajar mengajar di SD N Mijen 1 Demak guru tidak menggunakan teknik apapun untuk mengajarkan kosakata. Guru hanya langsung menerjemahkan kosakata sembari mengajar. Sehingga, penulis mengajukan ekspresi wajah dan gerak sebagai teknik mengajar kosakata.

Tujuan penelitian ini adalah untuk mencari tahu jika ekspresi wajah dan gerak dapat meningkatkan penguasaan kosakata siswa dan mengidentifikasi respon siswa dalam kegiatan belajar mengajar dengan menggunakan ekspresi wajah dan gerak di kelas 3 SD N Mijen 1 Demak pada tahun ajaran 2014/2015.

Penelitian ini merupakan penelitian tindakan kelas. Teknik yang digunakan dalam penelitian ini adalah ekspresi wajah dan gerak. Penelitian ini dilaksanakan di SD N Mijen 1 Demak, dan subjek penelitian ini adalah kelas 3 yang terdiri dari 27 siswa. Penelitian ini diselesaikan dalam 2 siklus. Sebagai tambahan, penulis menggunakan tiga instrumen. Pertama adalah lembar observasi yang digunakan untuk mengetahui aktivitas guru dan siswa dalam proses belajar mengajar. Sedangkan yang kedua adalah tes prestasi yang digunakan untuk mengetahui penguasaan kosakata siswa. Kemudian yang ketiga adalah kuesioner yang digunakan untuk mengetahui respon siswa dengan menggunakan ekspresi wajah dan gerak dalam proses belajar mengajar.

Berdasarkan temuan dalam penelitian ini, nilai rata-rata siswa meningkat dari 75 disiklus 1 yang kemudian diubah menjadi persentase sebesar 75% menjadi 85.5 disiklus 2 yang diubah menjadi persentase sebesar 85.5%. kategori nilai rata-rata siswa pada siklus 1 adalah baik, sedangkan kategori nilai rata-rata siswa pada siklus 2 adalah baik sekali. Dari penjelasan diatas, dapat disimpulkan bahwa teknik ekspresi wajah dan gerak dapat meningkatkan penguasaan kosakata siswa kelas 3 SD N Mijen 1 Demak pada tahun ajaran 2014/2015.

Berdasarkan fakta atas, diharapkan para guru Bahasa Inggris harus lebih kreatif dan inovatif dengan menggunakan tehnik mengajar yang beragam. Sehingga, siswa akan lebih tertarik untuk belajar bahasa Inggris. Kemudian mereka akan merasa senang dan asik dalam belajar.

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